THE FACTORS AFFECTING EMPLOYEES' INTENTION TO PARTICIPATE IN RETRAINING IN NINH KIEU DISTRICT, CAN THO CITY

Nguyen Thi Hoang Yen*, Bui Thi Thuy Chi*, Tang Thi Ngan*†
Email: ttngan@ctec.edu.vn

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Abstract: *This study aims to analyze the factors affecting employees' intention to participate in retraining in Can Tho City. The research data is based on survey responses from 187 employees working in Ninh Kieu District, Can Tho City. Partial Least Squares Structural Equation Modeling (PLS-SEM) is utilized in the study. The analysis results indicate that the influencing factors include: "Influence from colleagues and management", "Work pressure and technological change", "Support from the enterprises", and "Ability to participate in retraining". Among these, "Work pressure and technological change" and "Influence from colleagues and management" have a significantly positive impact on the Ability to participate in retraining programs. In contrast, "Awareness of the benefits of training" does not have a significant impact. The Ability to participate in retraining programs plays a crucial mediating role, strongly affecting employees' intention to engage in retraining programs in Ninh Kieu District, Can Tho City.*

Keywords*: employees, influencing factors, intention to participate, Ninh Kieu District, retraining.*

I. Introduction

In the context of rapid digital transformation occurring globally, industries and businesses in Vietnam, especially in Can Tho City, are facing urgent demands to adapt to the fast changes in the working environment. Digital transformation not only requires changes in technology but also demands major changes in the competencies and skills of the workforce. According to a report from the Ministry of Information and Communications, by 2023, more than 70% of enterprises in Vietnam have either undergone or are undergoing digital transformation. Still, only about 20% of the workforce is fully equipped with basic digital skills.

In Can Tho, one of the central cities of the Mekong Delta region, the digital transformation process is taking place rapidly. With a total workforce of more than 650,000 people (General Statistics Office, 2023), the demand for upskilling and retraining to adapt to the digital working environment has become

* Can Tho Technical Economic College

† Corresponding author

more urgent than ever. The workforce in Can Tho comprises a diverse range of individuals, from factory workers to office staff to laborers in service sectors such as commerce, tourism, and information technology. The key industries in this locality include agricultural production, fisheries, food processing, construction, services, and education.

However, according to the Can Tho City Department of Labor, Invalids and Social Affairs (2023), up to 60% of the local workforce has not been trained or is not ready to participate in retraining programs aimed at meeting the demands of the digital work environment. Besides, according to the Theory of Planned Behavior (TPB), the intention to participate in retraining is influenced by factors such as perceived benefits, social pressure, and perceived behavioral control. Barriers such as lack of awareness, training costs, time constraints, and concerns about the return on personal investment further reduce motivation to engage in retraining programs. This poses significant challenges for enterprises and employees in enhancing capabilities and adapting to the new job requirements in the digital age.

Therefore, this article aims to analyze the factors influencing employees' intention to participate in retraining in Can Tho City, to adapt to the evolving demands of the digital working environment. By integrating both practical realities and theoretical perspectives, the study will provide a solid foundation for policy recommendations to effectively support the development of a digitally skilled workforce in the future.

II. Theoretical Framework

2.1. Theoretical Framework

There are quite a few theories related to retraining, including some widely applied in practice, such as the Lifelong Learning Theory by authors Jarvis (2004), Aspin and Chapman (2007), and Field (2006). According to this theory, learning and skill development are a lifelong process, not limited to the formal education phase. Workers need to continuously update and enhance their skills to adapt to changes in the labor market and technology. In addition, the Technological Change Theory discusses how technology alters work processes, skill requirements, and organizational structures. Workers need to be retrained to grasp new technologies and meet changing job requirements. Autor (2015) provides insights into technological change and the impact of automation on job structures and skill demands. Drucker (1999) discusses the role of technology in changing work processes and the need for retraining the workforce. Additionally, Freeman and Soete (1997) show the impact of technological innovation on organizations and the labor market, including new skill requirements for workers.

The intention to participate in retraining among workers in this study is based on the foundational Theory of Planned Behavior (TPB) by Ajzen (1991). This theory posits that the intention to engage in a specific action is determined by three main factors: attitude toward the behavior, subjective norms, and perceived behavioral control. In the context of this study, these factors will influence workers' intention to participate in retraining.

2.2. Literature review

Studies on training and skill development for workers have highlighted the important role of training in enhancing the performance and competitiveness of enterprises. Specifically, the research by Colquitt and Noe (2000) identified that training and skill development are key factors in maintaining competitiveness and improving labor performance. The authors emphasized the need to provide favorable

conditions for workers to engage in training programs continuously. The merit of this study lies in its emphasis on the importance of continuous training in an ever-changing work environment. However, the study does not delve into specific factors affecting the effectiveness of training programs, such as individual learning styles or the level of support from organizations and families. Bartel's (1994) research adds a practical aspect by examining the impact of internal training programs on labor performance. The results show that employees who participate in training tend to have higher performance and better adaptability to changes in the work environment. This study has the advantage of providing empirical evidence of the benefits of internal training. Still, it does not clarify the factors influencing participation and the success of training programs, such as cost, time, or learning environment. More recently, Deloitte's (2020) research on the future of work in the context of digital transformation has shown that investing in training and skill development is essential for businesses to maintain competitiveness and drive innovation. This study clarified the importance of digital skills in the technological era and the need to develop these skills for employees. However, the study does not address the barriers that employees may face in accessing digital training programs, such as confidence in learning new skills or support from family and organizations.

In summary, while previous studies have demonstrated the benefits of training for labor performance and enterprises' competitiveness, significant gaps still need to be filled. Research has not thoroughly analyzed the factors that influence retraining participation, such as "Awareness of the importance of retraining", "Influence from colleagues and management", "Ability to participate in retraining", "Work pressure and technological change", and "Support from the enterprise". Therefore, this article aims to explore the role of these factors in promoting workers' intention to participate in retraining programs.

III. Methodology

3.1. Research Model

The research model of the factors influencing the intention to participate in retraining among workers in Can Tho city is based on Ajzen's (1991) theory of planned behavior and related empirical studies. In this Model, the intention to participate in retraining is determined by three main factors: attitude toward the behavior (*awareness of the benefits of retraining*), subjective norms (*influence from colleagues and management*), and perceived behavioral control (*Ability to participate in retraining*). Additionally, the research model adds specific factors related to digital transformation (*work pressure and technological change; support from the enterprise*).

Research Hypotheses:

Awareness of the benefits of retraining: Workers recognize that participating in retraining brings multiple benefits, including skill enhancement, increased promotion opportunities, and improved personal income (Ajzen, 1991; Fishbein & Ajzen, 1975).

Hypothesis H1: Awareness of the benefits of retraining positively influences workers' intention to participate in retraining.

Influence from colleagues and management: Encouragement and pressure from colleagues and management can motivate workers to engage in retraining (Ajzen, 1991; Venkatesh & Davis, 2000).

Hypothesis H2: Influence from colleagues and management positively affects workers' intention to participate in retraining.

Ability to participate in retraining: Workers believe they have sufficient time, finances, and capacity to participate in retraining programs (Ajzen, 1991; Bandura, 1997).

Hypothesis H3: Perceived Ability to participate in retraining positively influences workers' intention to participate in retraining.

Specific factors related to digital transformation:

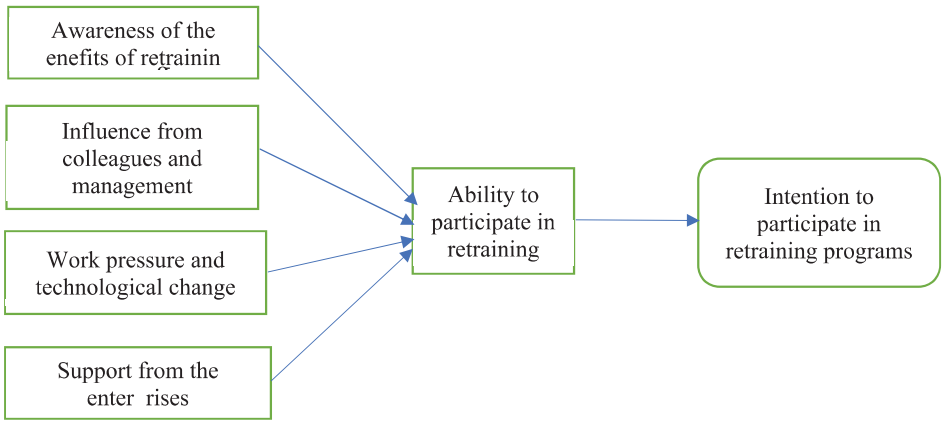
Work pressure and technological change: The rapid development of technology and work pressure can motivate workers to seek retraining to adapt (Brynjolfsson & McAfee, 2014; Autor, 2015).

Hypothesis H4: Work pressure and technological change positively influence workers' intention to participate in retraining.

Support from the enterprises: Training programs, financial support, and time from the enterprise facilitate workers' participation in retraining (Drucker, 1999; Venkatesh et al., 2003).

Hypothesis H5: Support from the enterprise positively affects workers' intention to participate in retraining.

Theoretical research model proposed:



In this, the *Ability to participate in retraining* acts as an intermediary variable in the research model.

Figure 1. Proposed research model

Source: Compilation by the authors, 2024

The scales and observed variables in the research model are described in detail in Table 1 below.

Table 1. Description of the scale

Ordinal number	Code	Scale	Source
I	**ABR**	**Awareness of the benefits of retraining**	
1	ABR1	Increased job advancement opportunities	Ajzen, 1991; Fishbein & Ajzen, 1975.
2	ABR2	Enhanced personal income	
3	ABR3	Improved professional skills	
4	ABR4	Increased job security	
5	ABR5	Meeting the requirements of new jobs	

Ordinal number	Code	Scale	Source
II	**ICM**	**Influence from colleagues and management**	
6	ICM1	Colleagues encourage participation in retraining	Ajzen, 1991; Venkatesh & Davis, 2000
7	ICM2	Direct management supports participation in retraining	
8	ICM3	Receiving motivation from colleagues	
9	ICM4	Management provides advice on the importance of retraining	
10	ICM5	Awareness of expectations from colleagues and management	
III	**APR**	**Ability to participate in retraining**	
11	APR1	Having enough time to attend the training course	Ajzen, 1991; Bandura, 1997
12	APR2	Having sufficient finances to pay for the training course	
13	APR3	Having adequate learning capability to keep up with the training program	
14	APR4	The training course fits the work schedule	
15	APR5	Being able to arrange work to participate in training	
IV	**WPTC**	**Work pressure and technological change**	
16	WPTC1	New technology requires new skills	Brynjolfsson & McAfee, 2014; Autor, 2015
17	WPTC2	Current job demands frequent knowledge updates	
18	WPTC3	Feeling pressured by technological changes	
19	WPTC4	Technology changes rapidly in the workplace	
20	WPTC5	Current job requires skill innovation	
V	**SE**	**Support from the enterprises**	
21	SE1	The enterprise provides relevant training courses	Drucker, 1999; Venkatesh et al., 2003
22	SE2	The enterprise offers financial support for training courses	
23	SE3	The enterprise facilitates time to participate in training	
24	SE4	The enterprise encourages participation in training through incentive policies	
25	SE5	The enterprise provides materials and learning resources	
VI	**IP**	**Intention to participate in retraining programs**	
26	IP1	I plan to participate in retraining courses in the near future	Ajzen, 1991; Fishbein & Ajzen, 1975
27	IP2	I will try to arrange time to join the retraining courses.	
28	IP3	If given the opportunity, I will register for retraining courses	
29	IP4	I feel that participating in retraining is necessary for my job	
30	IP5	I am willing to invest time and effort to participate in retraining	
31	IP6	I believe that participating in retraining will benefit my career	

Source: Compilation by the authors, 2024

The observed variables in the research model are measured using a 5-point Likert scale: 1 is strongly disagree to 5 is strongly agree.

3.2. Participants and procedures

According to Hair et al. (2014), for regression analysis or SEM (Structural Equation Modeling), a minimum sample size is typically from 5 to 10 for each observed variable in the Model. The research model of this article has 31 observed variables, so the minimum sample size should be between 155 and 310. The total number of valid survey responses in this article is 187, and although the sample size is not large, it meets the standards according to Hair et al. (2014).

The survey method involved randomly selecting employees working at companies in Ninh Kieu District, Can Tho City. The selected subjects are workers employed in the commerce and service sectors. This group was chosen because their work may be directly affected by technological changes and skill requirements, especially in the context of digital transformation. The survey was conducted online to optimize time and convenience. The survey form was designed using Google Forms and sent to participants via a link through the company's internal communication channels, such as email or work messaging applications.

3.3. Analysis Method

The research uses the Partial Least Squares Structural Equation Modeling (PLS-SEM) method, which is a multivariate analysis method suitable for exploring the relationships between variables and assessing the impact of factors on intentions or behaviors. This method is particularly useful when the sample size is small or when the research model has a complex structure.

IV. Results

4.1. Reliability and Convergent Validity Testing

Table 2. Reliability testing of the measurement scale and the convergent validity of the variables

Items	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
ABR	0.845	0.853	0.896	0.684
APR	0.880	0.881	0.912	0.675
ICM	0.910	0.912	0.933	0.736
IP	0.877	0.877	0.910	0.671
SE	0.918	0.920	0.938	0.752
WPTC	0.940	0.942	0.954	0.806

Source: Processing from survey data, 2024

The reliability values of the scales are all above 0.7, indicating that the scales achieve high reliability. Similarly, the rho_A values of the variables are all above 0.7, demonstrating the internal consistency of the variables. The Average Variance Extracted (AVE) of each variable is greater than 0.5, indicating that the scales achieve convergent validity. The AVE values exceed the threshold of 0.5, proving that each latent variable has good explanatory power over the variances of the observed variables. This suggests that the scales used in the research are suitable and can continue to be used for further analyses. Additionally, the factor rotation results show that the loading weights of each observed variable onto their respective latent variables (ABR, APRL, ICM, SE, WPTC, IP) are all above 0.7 except for the observed variable ABR2, which does not meet the standard and is therefore excluded from the ABR scale (Perception of the benefits of retraining).

4.2. Model estimation results

4.2.1. Model fit

The Model has $R^2 = 0.642$ for the Ability to participate in retraining (APR), indicating that the independent variables explain 64.2% of the variance of APR, reflecting a relatively good fit. For the variable Intention to Participate in Retraining (IP), $R^2 = 0.497$, meaning the Model explains 49.7% of the variance of IP, indicating an average fit. Additionally, the VIF values among the latent variables are all below the threshold of 5, indicating no multicollinearity issues among these variables.

Table 3. Model fit test

	R Square	Adjusted R Square
KN	0.642	0.635
YD	0.497	0.494

Source: Processing from survey data, 2024

4.2.2. Path Coefficient Analysis

Table 4. Path coefficient estimation results

	Original Sample (O)	P-Values
ABR -> APR	0.089	0.171
APR -> IP	0.705	0.000
ICM -> APR	0.276	0.000
SE -> APR	0.163	0.042
WPTC -> APR	0.390	0.000

Source: Processing from survey data, 2024

The variable ICM (Influence from colleagues and management), and WPTC (Work pressure and technological change), has a statistically significant impact at the 1% level, with path coefficients of 0.276 and 0.390, respectively, positively affecting APR (Ability to participate in retraining).

The variable APR has a path coefficient of 0.705, indicating that APR strongly influences IP. The P-value is 0.000 (< 0.05), showing this relationship is highly statistically significant.

On the other hand, the variable SE (Support from the enterprises) has a path coefficient of 0.163, suggesting a small impact on APR. The P-value is 0.042 (< 0.05), indicating that this relationship has a statistically significant impact at the 5% level. The variable ABR (Awareness of the benefits of retraining) has a path coefficient of 0.089, indicating that ABR has a very small influence on APR. The P-value is 0.171 (> 0.05), showing that this relationship is not statistically significant.

Overall, the relationships ICM -> APR, WPTC -> APR, SE -> APR, and APR -> IP are statistically significant, with WPTC and APR having the strongest influences. This result is consistent with previous studies by Venkatesh and Davis (2000), Brynjolfsson and McAfee (2014), and Autor (2015), which suggest that the factors "Influence from colleagues and management" and "Work pressure and technological change " positively impact the intention of employees to participate in retraining. Besides, Venkatesh et al. (2003) showed that "Support from the enterprises" positively affects the intention to participate in retraining. Conversely, the relationship ABR -> APR is not statistically significant at the 5% level, indicating that awareness of the benefits of retraining is not a determining factor in the Ability to participate in retraining.

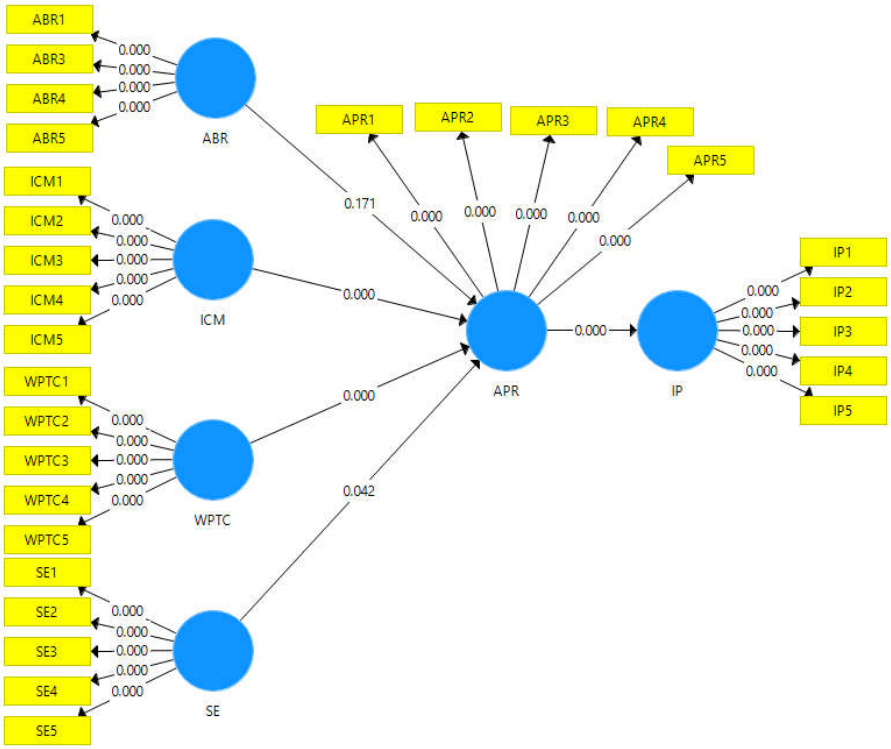


Figure 2. Path model

Source: Processing from survey data, 2024

V. Conclusions

The study highlights the critical role of "Influence from Colleagues and Management," "Work Pressure and Technological Change," and "Support from Businesses" in indirectly affecting "Intention to Participate in Retraining" through "Ability to Participate in Retraining." The lack of impact from "Perception of the Benefits of Retraining" indicates the need to optimize this factor to enhance retraining participation in the future. Based on this foundation, the author proposes the following solutions:

Enhance influence from colleagues and management by organizing experience-sharing sessions among employees, encourage direct management to participate in training programs so that they can lead and support employees in learning, organize training courses for management on how to motivate employees to participate in retraining programs.

Address work pressure and technological changes by organizing regular short-term training courses on new technology and skills necessary for the job, providing learning materials and online resources for employees to self-study, and adjusting working hours so that employees can attend training without excessive work pressure.

The enterprise provides financial support for employees, such as a budget that enables participation in external training courses or covers tuition fees for training programs, while also implementing incentive policies, including cash bonuses, salary increases, or promotions for employees who actively participate in training.

The enterprises establish a system to monitor and evaluate employee participation in training courses and its impact on work performance, based on feedback from employees, adjusting training programs to better meet actual needs.

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CÁC YẾU TỐ ẢNH HƯỞNG ĐẾN Ý ĐỊNH THAM GIA ĐÀO TẠO LẠI CỦA NGƯỜI LAO ĐỘNG TẠI QUẬN NINH KIỀU, THÀNH PHỐ CẦN THƠ

Nguyễn Thị Hoàng Yến[‡], Bùi Thị Thúy Chi[‡], Tăng Thị Ngân[‡§]

Tóm tắt: *Mục tiêu của nghiên cứu này là phân tích các yếu tố ảnh hưởng đến ý định tham gia đào tạo lại của người lao động tại thành phố Cần Thơ. Dữ liệu nghiên cứu dựa trên ý kiến khảo sát từ 187 người lao động đang làm việc tại quận Ninh Kiều, thành phố Cần Thơ. Phương pháp Phân tích mô hình cấu trúc tuyến tính bình phương nhỏ nhất từng phần (PLS-SEM) được sử dụng trong nghiên cứu. Kết quả phân tích cho thấy, các yếu tố ảnh hưởng bao gồm: Ảnh hưởng từ đồng nghiệp và quản lý, Áp lực công việc và sự thay đổi công nghệ, Hỗ trợ từ doanh nghiệp và Khả năng tham gia đào tạo lại. Trong đó, Áp lực công việc và sự thay đổi công nghệ; Ảnh hưởng từ đồng nghiệp và quản lý có tác động tích cực đáng kể đến khả năng tham gia đào tạo lại, trong khi Nhận thức về lợi ích của đào tạo lại không có tác động đáng kể. Yếu tố khả năng tham gia đào tạo lại đóng vai trò trung gian quan trọng, ảnh hưởng mạnh đến ý định đào tạo lại của người lao động tại quận Ninh Kiều, thành phố Cần Thơ.*

Từ khóa*: đào tạo lại, người lao động, quận Ninh Kiều, yếu tố ảnh hưởng, ý định tham gia.*

[‡] Trường Cao đẳng Kinh tế - Kỹ thuật Cần Thơ

[§] Tác giả liên hệ